Michigan Department of Education
EVALUATION TOOL
Prepared by [Insert team members]

Description
Title:
Brief description:
Need being addressed:
Reason for selection, including intended results:
Research citation and brief summary:

Impact: What was the program/strategy/initiative's impact on students?

IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a) **What is the evidence and what does it show regarding achievement of the measureable objective for all students when compared to baseline state and local data?**
b) **What is the evidence and what does it show regarding achievement of the measureable objective for subgroups and their counterparts when compared to baseline state and local data?**
c) **What is the evidence and what does it show regarding stakeholder (staff, parents, students) satisfaction with the results?**

Conclusion: If objectives <u>were met</u>, should the strategy/program/initiative be continued or institutionalized?
a) What is the evidence and what does it say regarding whether this was the right program/strategy/initiative to meet your needs?
b) What is the evidence and what does it say regarding whether the benefits of the program/strategy/initiative are sufficient to justify the resources it requires?
c) What adjustments if any might increase its impact while maintaining its integrity?
d) What is needed to maintain momentum and sustain achievement gains?
e) How might these results inform the School Improvement Plan?

If objectives **were not met**, consider the following analysis:

1. **Readiness**: **What was the readiness for implementing the program/strategy/initiative?**

IN AN IDEAL PROGRAM/STRATEGY/INITIATVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

a) **What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the program/strategy/initiative?**
b) **What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the program/strategy/initiative?**
c) **What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed?**
d) **What is the evidence and what does it show regarding the ability of staff and administrators to integrate the program/strategy/initiative with existing work?**

Suggested Evidence for Question 1:
- Meeting agendas/minutes
- Books/papers about the program
- Staff surveys
- SI Plan elements
- Professional development materials
- Conference/workshop attendance
- Data collection plan; data analysis work
- Stakeholder survey results
- Suggestion box ideas collected
- SI team agendas
- Focus group interviews

Given the evidence you've assembled, choose one overall self-assessment for Question 1:

What was the readiness for implementing the program/strategy/initiative?			
Interest and/or commitment were low.	Some promising elements exist, but were mixed with major gaps in knowledge or confidence.	Support and commitment were generally high, but some concern or work remains.	Stakeholders were fully prepared to implement.
NEXT STEPS: **What action steps are needed to increase readiness?**			

2. **Knowledge and Skills**: **Did staff and administrators have the knowledge and skills to implement the program/strategy/initiative?**

   IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

a)	**What is the evidence and what does it show regarding staff and administrators' vision for how practice would change as a result of the program/strategy/initiative?**
b)	**What is the evidence and what does it show regarding administrator knowledge and ability to monitor and assess the effectiveness of the program/strategy/initiative?**
c)	**What is the evidence and what does it show regarding the sufficiency of opportunities for staff to learn knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the program/strategy/initiative?**
d)	**What is the evidence and what does it show regarding staff ability to apply the acquired knowledge and skills?**

Suggested Evidence for Question 2:
- Minutes of professional conversations
- Self-assessment checklists,
- Staff surveys,
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- program simulations, administrator observations

Given the evidence you've assembled, choose one overall self-assessment for Question 2:

Did participants have the knowledge and skills to implement the program/strategy/initiative?			
Participants were beginning to acquire the necessary knowledge and skills.	A solid start was documented, but many skill levels and much knowledge need to be acquired.	Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work.	Participants had sufficient knowledge and skills to succeed.
NEXT STEPS: What action steps are needed to improve participants' knowledge and skills?			

3. Opportunity: Was there opportunity for high quality implementation of the program/strategy/initiative?

IN AN IDEAL PROGRAM/STRATEGY/INITIATVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

a) **What is the evidence and what does it show regarding the sufficiency of administrative support to achieve the intended results?**
b) **What is the evidence and what does it show regarding the sufficiency of professional learning during implementation, e.g. modeling/coaching?**
c) **What is the evidence and what does it show regarding the sufficiency of resources – including financial and time - to achieve the intended results?**
d) **What is the evidence and what does it show regarding staff collaboration in support of the program/strategy/initiative?**
e) **What is the evidence and what does it show regarding structures being in place to collect and review implementation data?**

Suggested Evidence for Question 3:

- Agendas/minutes
- Action plans
- Email correspondence
- Focus group and/or anonymous surveys
- Budget sheets
- Logs, school schedules
- Inventories
- Curriculum pacing guides

- collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
- Curriculum pacing guides
- Staff meeting results
- Protocols for reviewing formative assessment

Given the evidence you've assembled, choose one overall self-assessment for Question 3:

Was there opportunity for high quality implementation?			
Opportunity and resources were just beginning to align in support of the program.	Basic resources and opportunities were available, but significant gaps need to be filled.	Many necessary resources were aligned with program goals, but more are needed.	Necessary support and resources (time, funding, and attention) were solidly in place.
NEXT STEPS: What action steps are needed to ensure opportunity for high quality implementation?			

4. Implementation with Fidelity: Was the strategy/program/initiative being implemented as intended?

IN AN IDEAL PROGRAM/STRATEGY/INITIATVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined **protocols** to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data **while maintaining the i**ntegrity of results.

a) **What is the evidence and what does it show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the program/strategy/initiative, including timelines and responsibilities?**
b) **What is the evidence and what does it show regarding unintended consequences that may have occurred?**
c) **What do student achievement results suggest for implementing/modifying the program/strategy/initiative? How might these affect the integrity of the results?**

Suggested Evidence for Question 4:
- Principal's walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Surveys
- Coaching schedule
- Agendas and minutes of common planning time/meetings

- Focus group interviews
- Debriefing following model lessons
- Collegial observations/visits
- Training agendas & material
- Program Time Line
- Lists of acquired resources

Given the evidence you've assembled, choose one overall self-assessment for Question 4

Was the program implemented as intended?			
Parts of the program were working, but others have yet to be implemented.	The overall design was in place, but variations in practice were evident and may be adversely affecting results.	Critical elements have been implemented, but work on consistency and depth remains.	All research-based elements have been implemented with fidelity following the proposed timelines.
NEXT STEPS: What action steps are needed to ensure faithful implementation of program plans?			

If you have questions regarding this Tool, contact Shereen Tabrizi, Ph.D. Office of Field Services-MDE at TabriziS@michigan.gov